



Special Review Assessment (SRA)
High School Proficiency Assessment
(HSPA)

**Language Arts Literacy:
A Writing and Reading Handbook**

May 2003
PTM# 1503.70

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May 2003
SPECIAL REVIEW ASSESSMENT (SRA)
High School Proficiency Assessment (HSPA)

**CRITERION-BASED HOLISTIC SCORING:
A WRITING AND READING HANDBOOK**

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May 2003
PTM# 1503.70

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CRITERION-BASED HOLISTIC SCORING

New Jersey has been assessing students' ability to write standard English since 1984. From 1985–86 through 1989–90, this assessment was conducted with ninth-grade students as a component of the Grade 9 High School Proficiency Test (HSPT9). In 1993–94, the HSPT9 was replaced with the Grade 11 High School Proficiency Test (HSPT11) and an eighth-grade Early Warning Test (EWT). The Writing section of these two tests consisted of two components: a writing sample, which assessed students' abilities to write sustained discourse, and a multiple-choice portion, which assessed how well students were able to read critically, revise, and edit the written text of others. With the May 1996 adoption of the Core Curriculum Content Standards, new test specifications were developed to align testing with the knowledge and skills described in the language arts literacy standards. These test specifications identify the components of the new High School Proficiency Assessment (HSPA), Grade Eight Proficiency Assessment (GEPA), and Elementary School Proficiency Assessment (ESPA). Both the HSPA and the GEPA elicit samples of student writing and student responses to reading passages. Students write original texts in two modes of discourse (narrative and persuasive) and orchestrate audience revisions of a text written by another student.

This handbook focuses on the writing samples resulting from the administration of the October 2002 High School Proficiency Assessment (HSPA) Special Review Assessment (SRA) Pilot Test. It presents the scoring method and criteria used to evaluate student writing and offers suggestions for using New Jersey's scoring rubrics and student test data to improve classroom instruction.

Student writing on the HSPA/SRA is scored holistically with criterion-based rubrics or scales, the Registered Holistic Scoring Rubric (RHSR) and Item Specific Rubrics. Developed by the New Jersey State Department of Education in a research study involving approximately 200 educators, criterion-based holistic scoring has been used since 1986 as the scoring method for state-developed writing assessments. The RHSR is not only an index of students' ability to apply standard written English in sustained discourse; it also is a measure of students' ability to communicate effectively within a range of situations and audiences that they are likely to encounter as citizens. Students' ability to generate sustained discourse, that is, the skills they use to develop and control the content of their writing, differs from the skills they use to revise and edit problematic text.

Criterion-Based Holistic Scoring: An Operational Definition

Criterion-based holistic scoring brings uniformity to the evaluation of writing across contents and settings by specifying salient features of writing quality and levels of writing proficiency. The RHSR focuses on four features: content/organization, usage, sentence construction, and mechanics. For any given sample, these criteria serve as an indicator of how well the writer communicates an intended message to a given audience.

In criterion-based holistic scoring, these pre-determined features are anchored by descriptions that vary for different values on a scoring guide or rubric. The point values or score points describe the proficiency level or how well the student handles the features.

The RHSR is based on a six-point scale: 1 (lowest) to 6 (highest). Each score point on the six-point scale has the same four features but with different descriptions for each level of proficiency; with the RHSR,

evaluations are first made with respect to content/organization and then adjusted with reference to the other three. In this way, an integration of these descriptive features enables readers to evaluate the quality of a written response with respect to a point value on the scale. Much of the focus of the RHSR is on the content/organization of the response. Thus, the organization of a response assigned a value of 2 is not as high quality as the organization of a response assigned a value of 3.

The Item Specific Rubric is a 5-point scale: 0 to 4. Each score point on the 5-point scale has the same features but with different descriptions for each level of proficiency. While emphasis in scoring a first-draft composition with the RHSR is on content and organization, scoring with Item Specific Rubrics focuses on students' abilities to demonstrate an understanding of each task by completing all requirements and providing explanations and/or opinions from the text as support.

Criterion-based scoring does not rely upon the readers inferring performance criteria from exemplars or anchor papers. Rather, the method defines consistent criteria for judging writing quality independent of the sample of responses. Training and qualifying sets of student papers are used to illustrate how the scoring criteria are applied across the range of possible score points. The samples and accompanying annotations included in Appendices C, F, and G of this document are examples of student performance with respect to the features of written language targeted by the rubrics.

In summary, a criterion-based scoring method:

- uses score-point criteria representing progressive levels of writing skill proficiency;
- uses consistent language across all score points;
- defines each feature at each score point; and
- provides accuracy and consistency through stringent controls on the training and qualifying of scorers.

Appropriateness of Criterion-Based Holistic Scoring

- Criterion-based scoring rubrics anchor consistent features of writing independent of purpose and audience from year to year. This consistency is necessary because a different population sits for the test at each administration, and different writing tasks are administered each time. To assure the same meaning of score points from one test administration to the next (same level of student writing), the scoring method focuses upon invariant criteria of good writing. Although a task can elicit a variety of responses written in a variety of rhetorical modes (narrative, persuasive, etc.), a paper's rating is based on the student's facility with the identified features. That facility is registered by a point on the score scale that describes the student's command of written language.
- The established criteria allow the anchoring of the features consistently from year to year and therefore eliminate scoring procedures that are strictly normative or based on differing evaluation criteria. That is, a paper receiving a "4" one year could conceivably receive a "2" the following year if it were scored with reference to the sample of student skills or to varying scoring criteria. Scored according to New Jersey's criterion-based method, however, a paper receiving a "4" one year will more consistently receive a "4" the next year.

- Because the criteria for scoring are set forth at each score point as descriptive features, scorer reliability can be maintained. The descriptive statements of each feature at each score point describe the quality of writing assigned that score.
- The distribution of scores based on criterion-based methods permits evaluation of districts' instructional programs because the uniform scoring criteria are published and disseminated for inclusion in these programs.
- Reader bias (a personal preference for scoring based on form/number of paragraphs, flavor or style, etc.) is diminished because the criteria are established prior to the actual scoring of the students' responses. In addition, the criteria are essential factors within the training and qualifying papers used to select readers who can consistently and reliably apply the scoring criteria of the score scale.
- New Jersey's criterion-based scoring rubrics emphasize writing as a higher-order thinking skill as measured by the HSPA. Writing requires knowledge of one's topic (content) and a cogent application of that knowledge (organization); use of the English language according to a recognized standard (usage); the structuring of words and sentences to present a complete thought or message to the intended audience(s) (sentence construction); and the application of the conventions of the English language that serve to clarify the author's intended message (mechanics).

The Special Review Assessment (SRA)

New Jersey Statute (N.J.S.A. 18A:7c-3) and Administrative Code (N.J.A.C. 6A:8-4.1) provide for an alternate assessment of twelfth-grade students who have met all graduation requirements except for demonstrating proficiency in all content areas of the High School Proficiency Assessment (HSPA). The Special Review Assessment (SRA) process is the designated alternate assessment for the HSPA. The SRA provides students with the opportunity to show their proficiency of the HSPA knowledge and skills in a familiar setting.

The SRA is aligned to the HSPA test specifications to ensure that students who demonstrate proficiency through the SRA have demonstrated the same knowledge and skills as students who are proficient on the HSPA itself. The process used for the development of the SRA is designed to ensure that the SRA is:

- aligned with the clusters and performance levels of the HSPA; and
- fair, reliable, and comparable for all eligible SRA candidates, including students from special populations.

The Special Review Assessment consists of mathematics and language arts literacy Performance Assessment Tasks (PATs) that are administered to individual students. Each PAT has one to three open-ended questions, and all SRA PATs for reading and mathematics are scored by using item-specific rubrics. The New Jersey Registered Holistic Scoring Rubric is used to score the language arts literacy writing PATs.

A Practical Classroom Application of the RHSR: Bringing Students into the Evaluation Process

Evaluation should be a natural extension of the writing process. By using the rubric in the classroom frequently, students can understand not only how their writing is evaluated, but also what constitutes good writing.

Teachers may introduce the rubric to their students in many ways; however, the following method is one that has been used successfully with students in grades 3–12.

Before introducing the RHSR, the teacher should pass out three papers that represent a range of writing scores. Sample papers may be obtained from Appendix C (narrative and persuasive responses). If papers are selected from any of these sources, the teacher may use sample responses that received a “2,” “4,” and “6.” The papers should have the scores and annotations removed before they are distributed to the students. The teacher may also choose to select grade-appropriate papers from previous assignments for this activity.

Working in small groups, students should read the sample papers and decide which one they would rank highest, which one in the middle, and which one lowest. After each group has come to consensus on the ranking of the papers, the students should talk about what makes good writing. They should also consider what makes one piece of writing better than another. Based on their reading of the sample papers and their discussion, each group should decide what criteria constitute effective writing.

When the groups have finished their discussion, a recorder should report each group’s criteria for good writing to the entire class. Either a student or the teacher can keep a running list of all the criteria on the chalkboard or a flip-chart. The teacher should then pass out the Registered Holistic Scoring Rubric and point out the similarities between the students’ criteria for good writing and those identified by the New Jersey State Department of Education.

As the teacher reviews the characteristics at each of the score points, students should become more familiar with them. One way to help students internalize the criteria on the guide is to have them actually score sample papers. When students are practicing scoring these papers, they should work in small groups. After each person decides individually what score the paper should be given, the group as a whole should discuss what scores were assigned. Group discussion of the paper helps the students better understand the strengths and weaknesses in writing and helps them become comfortable with using the terminology in the scoring rubric.

Once students are comfortable using the RHSR, they can use it to evaluate one another’s papers as well as their own. Periodically, class writing assignments can be scored by peers using the RHSR and the same procedures followed by professional readers. To do this, each paper should be read and scored independently by two students. If the two scores are the same or one point apart, these scores are then added together to determine the final score. However, if the two scores are more than one point apart, the paper is read and scored independently by a third reader, usually the teacher. In this case, the student receives two-thirds the sum of all three ratings, rounded up to the next integer.

As students use criterion-based holistic scoring to evaluate papers, they develop a better understanding of the problems as well as the successes of writing. This understanding helps students produce better writing.

APPENDIX A

HIGH SCHOOL PROFICIENCY ASSESSMENT

RUBRIC FOR SCORING STUDENT WRITING

NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

In scoring, consider the grid of written language	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score	1	2	3	4	5	6
Content and Organization	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> May lack opening and/or closing 	<ul style="list-style-type: none"> Generally has opening and/or closing 	<ul style="list-style-type: none"> Opening and closing 	<ul style="list-style-type: none"> Opening and closing
	<ul style="list-style-type: none"> Minimal response to topic; uncertain focus 	<ul style="list-style-type: none"> Attempts to focus May drift or shift focus 	<ul style="list-style-type: none"> Usually has single focus 	<ul style="list-style-type: none"> Single focus 	<ul style="list-style-type: none"> Single focus Sense of unity and coherence Key ideas developed 	<ul style="list-style-type: none"> Single, distinct focus Unified and coherent Well-developed
	<ul style="list-style-type: none"> No planning evident; disorganized 	<ul style="list-style-type: none"> Attempts organization Few, if any, transitions between ideas 	<ul style="list-style-type: none"> Some lapses or flaws in organization May lack some transitions between ideas 	<ul style="list-style-type: none"> Ideas loosely connected Transitions evident 	<ul style="list-style-type: none"> Logical progression of ideas Moderately fluent Attempts compositional risks 	<ul style="list-style-type: none"> Logical progression of ideas Fluent, cohesive Compositional risks successful
	<ul style="list-style-type: none"> Details random, inappropriate, or barely apparent 	<ul style="list-style-type: none"> Details lack elaboration, i.e., highlight paper 	<ul style="list-style-type: none"> Repetitious details Several unelaborated details 	<ul style="list-style-type: none"> Uneven development of details 	<ul style="list-style-type: none"> Details appropriate and varied 	<ul style="list-style-type: none"> Details effective, vivid, explicit, and/or pertinent
Usage	<ul style="list-style-type: none"> No apparent control Severe/numerous errors 	<ul style="list-style-type: none"> Numerous errors 	<ul style="list-style-type: none"> Errors/patterns of errors may be evident 	<ul style="list-style-type: none"> Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors
Sentence Construction	<ul style="list-style-type: none"> Assortment of incomplete and/or incorrect sentences 	<ul style="list-style-type: none"> Excessive monotony/same structure Numerous errors 	<ul style="list-style-type: none"> Little variety in syntax Some errors 	<ul style="list-style-type: none"> Some variety Generally correct 	<ul style="list-style-type: none"> Variety in syntax appropriate and effective Few errors 	<ul style="list-style-type: none"> Precision and/or sophistication Very few, if any, errors
Mechanics	<ul style="list-style-type: none"> Errors so severe they detract from meaning 	<ul style="list-style-type: none"> Numerous serious errors 	<ul style="list-style-type: none"> Patterns of errors evident 	<ul style="list-style-type: none"> No consistent pattern of errors Some errors that do not interfere with meaning 	<ul style="list-style-type: none"> Few errors 	<ul style="list-style-type: none"> Very few, if any, errors

NON-SCORABLE RESPONSES	NR = No Response	Student wrote too little to allow a reliable judgment of his/her writing.
	OT = Off Topic/ Off Task	Student did not write on the assigned topic/task, or the student attempted to copy the prompt.
	NE = Not English	Student wrote in a language other than English.
	WF = Wrong Format	Student refused to write on the topic, or the writing task folder was blank.

Note: All unscorable responses (NSRs), with the exception of NR, must be coded by the Scoring Director.

APPENDIX B

HIGH SCHOOL PROFICIENCY ASSESSMENT

TEST ADMINISTRATION MATERIALS
FOR THE NARRATIVE AND PERSUASIVE WRITING SECTIONS
OF THE SPECIAL REVIEW ASSESSMENT

WRITING
PAT-LWPP-001S

STUDENT ID No: _____

PILOT MATERIALS FOR OCTOBER 2002
New Jersey Department of Education
HSPA/SRA LANGUAGE ARTS LITERACY
Performance Assessment Task (PAT)

All HSPA/SRA Performance Assessment Tasks (PATs) are secure assessment instruments and may NOT be used as instructional materials. Each HSPA/SRA Performance Assessment Task may be administered to an individual student only ONCE. The PATs must be kept in locked storage at all times when not in use.

Writing Situation:

In a recent job interview, you were asked about a goal you set for yourself and how you accomplished it. You were unable to answer the question and now you are concerned that you will not get the job.

You decide to write a letter to the employer to complete your interview.

Directions for Writing:

Write a letter to the employer. Describe a goal you set for yourself and how you accomplished it. Convince the employer that you would be a good person for the job.

Materials/Resources:

Paper, pencil or pen
Access to a word processor or computer, if desired
Writing Prompt

Techniques for PAT Scoring:

New Jersey Registered Holistic Scoring Rubric (a 1-to-6 point scale)

WRITING
PAT-LWPP-002S

STUDENT ID No: _____

PILOT MATERIALS FOR OCTOBER 2002
New Jersey Department of Education
HSPA/SRA LANGUAGE ARTS LITERACY
Performance Assessment Task (PAT)

All HSPA/SRA Performance Assessment Tasks (PATs) are secure assessment instruments and may NOT be used as instructional materials. Each HSPA/SRA Performance Assessment Task may be administered to an individual student only ONCE. The PATs must be kept in locked storage at all times when not in use.

Writing Situation:

Studies show that the average American student watches television for more hours in the day than he or she is in school. That means that television likely has an enormous influence on a student, potentially more so than the education he or she receives in school.

You decide to write an article for the school newspaper on this topic.

Directions for Writing:

Write an article for the school newspaper. Identify the effects of watching a lot of television. Discuss both long and short-term effects of excessive television viewing. Provide evidence and/or examples to support your position.

Materials/Resources:

Paper, pencil or pen
Access to a word processor or computer, if desired
Writing Prompt

Techniques for PAT Scoring:

New Jersey Registered Holistic Scoring Rubric (a 1-to-6 point scale)

**NEW JERSEY
HIGH SCHOOL
PROFICIENCY ASSESSMENT**

Writer's Checklist

**Important Points to
Remember as You
Write and Critically Read
to Revise/Edit Your Writing**

CONTENT/ORGANIZATION

- _____ 1. Focus on your purpose for writing and your audience.
- _____ 2. Develop a clear topic or central idea.
- _____ 3. Support your ideas with details, explanations, and examples.
- _____ 4. Put your ideas in the order that best communicates what you are trying to say.

SENTENCE CONSTRUCTION

- _____ 5. Use clear and varied sentences.

USAGE

- _____ 6. Use words correctly.
- _____ 7. Use varied and vivid vocabulary.

MECHANICS

- _____ 8. Capitalize, spell, and punctuate correctly.
- _____ 9. Write neatly.

NEW JERSEY STATE DEPARTMENT OF EDUCATION



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APPENDIX C

HIGH SCHOOL PROFICIENCY ASSESSMENT

**DESCRIPTION OF THE WRITING TASKS
AND SAMPLE STUDENT RESPONSES**

Description of the Writing Tasks

The writing responses selected to appear in this handbook were written by twelfth-grade students who participated in the October 2002 HSPA/SRA Pilot Test. The persuasive writing responses appear as the students wrote them; no corrections have been made other than the deletion of specific names of teachers, administrators, students, schools, and districts. A typed version of each response appears before the handwritten response.

Samples are included for each score point from one to four of the New Jersey Registered Holistic Scoring Rubric (a 6-point scale). Each score point is described in detail, and each response is annotated according to the score point criteria.

Students were given extended time to construct a written response to the writing tasks provided. Prewriting/planning was encouraged. Students were not permitted to confer with other students nor to refer to outside resources (dictionary or thesaurus) and therefore were unable to rely on the feedback and constructive suggestions that result from strategies appropriate for classroom instruction.

Writing Prompt 1: Score Scale Point 2

The response indicates a **LIMITED COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION

- may not have an opening and/or a closing. These responses will exhibit an attempt at organization. In other words, there will be some evidence the writer attempted to control the details. The responses relate to the topic, but in some papers, the writer drifts away from the primary focus or abruptly shifts focus. In other papers, there is a single focus, but there are few, if any, transitions, making it difficult to move from idea to idea. Details are presented with little, if any, elaboration—highlight papers.

USAGE

- may have numerous problems with usage, but they are not totally out of control.

SENTENCE CONSTRUCTION

- may demonstrate excessive monotony in syntax and/or rhetorical modes. There may be numerous errors in sentence construction.

MECHANICS

- may display numerous severe errors in mechanics.

Dear Employer,

At the time of our interview I had reasonable doubt that I could not get the job because of me not answering your questions. I would like to say that I have set and met many goals. At the time I was unaware of what goals I should announce to you, but I have realized that I should have mentioned something to you at that time. One goal I have set is to keep a steady paying job. This goal has worked for me so far. I think goals are good to set in they are appropriate. They have to be logical, and not off the wall. With me working for you! I could set goals that would help you!

Dear Employer,

At The time of our interview I had reasonable doubt that I could not get the job because of me not answering your questions. I would like to say that I have set and met many goals.

At the time I was unaware of what goals I should announce to you, but I have realized that I should have mentioned something to you at that time. One goal I have set is to keep a steady paying job. This goal has worked for me so far. I think goals are good to set in the workplace. They have to be logical, and not off the wall. ~~But~~ with me working for you! I could set goals that would help you!

Score Point 2

Although the response is clear (. . . one goal I have set is to keep a steady paying job. This goal has worked for me so far.), the elaboration is brief, and the paper remains on the highlight level. More sustained elaboration would be needed for a higher score.

Dear Sir:

I am writing to you in regarding to my interview. I feel as if I was under the preasure. The reason why I felt under preasure is because I just graduated from high school. I have alot of things to worry about such as if I should go to college, tech school, or the military.

I've made my decision of where I'm going. I decided to go to the military. I picked the military because it can help me pay for college, show me how to be a good leader, and provide discipline.

Due to the result of my interview, I'm asking you for another chance. I will report to your office the day you assign the interview, with respect. I'll give you my resume, and we can start from there. Thank you for your time.

Sincerely,

Dear Sir:

I am writing to you in regarding to my interview. I feel as if I was under the pressure. The reason why I felt under pressure is because I just graduated from high school. I have a lot of things to worry about such as if I should go to college, tech school, or the military.

I've made my decision of where I'm going. I decided to go to the military. I picked the military because it can help me pay for college, show me how to be a good leader, and provide discipline.

Due to the result of my interview, I'm asking you for another chance. I will report to your office the day you assign the interview, with respect. I'll give you my resume, and we can start from there. Thank you for your time.

Sincerely,

Score Point 2

Although the response demonstrates an attempt at organization with minimal opening and closing, the focus is unclear (problems associated with the interview combined with discussion about the benefits of the military), and the ideas lack elaboration.

Writing Prompt 1: Score Scale Point 3

The response indicates a **PARTIAL COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION

- may not have an opening and/or closing. These responses relate to the topic and usually have a single focus. Some of these papers may drift from the focus or abruptly shift focus; however, in these papers, at least one of the subjects focused on clearly meets the criteria for a “3.” For example, some “3” papers are sparse—they have several details with a little elaboration, but they are organized and controlled; some “3” papers will ramble somewhat, repeating ideas resulting in a lengthy response that would otherwise be sparse; and other “3” papers have elaborated ideas and details, but the writing sample is interrupted by organizational flaws/lapses or by a lack of transition between ideas or between clusters of ideas.

USAGE

- may display (a) pattern(s) of errors in usage.

SENTENCE CONSTRUCTION

- may demonstrate little variety in syntax structure and/or rhetorical modes. There may be errors in sentence construction.

MECHANICS

- may display (a) pattern(s) of errors in mechanics.

To whom it may concern,

I was just in for a job interview and I feel bad because I wasn't able to answer one of your questions. I apologize for that. The reason why I wrote you a letter is I want to finish my interview. This job really means alot to me.

A couple of years ago, I wanted to buy my own car instead of my mom giving me hers. I got a job at a local hardware store and began saving my money. I did this for about three years. Finally, I had enough to buy my own car. I felt good about myself because I accomplished something I set my mind to. That was considered a goal I set for myself and I acheived it.

I think I would be good for this job because I can accomplish a lot of things I put my mind to. I will also stay on task, concentrate on my work only and be on time in the mornings. This job really means alot to me and I want to be employed by you. I think I will learn alot working for your company and learning is important for all other jobs as well.

I really want to work for you because I want to learn how to do something. This job will help me with skills I need throughout life itself. I will do whatever it takes without any problems. Your company needs some good employees and I think I can help.

I hope you take this in consideration. I hope to hear from you. Once again I'm sorry for not answering your question at the interview. You can reach me at home if you want to get together again. Thanks for your time.

Sincerely,

To whom it may concern,

I was just in for a job interview and I feel bad because I wasn't able to answer one of your questions. I apologize for that. The reason why I wrote you a letter is I want to finish my interview. This job really means a lot to me.

A couple of years ago, I wanted to buy my own car instead of my mom giving me hers. I got a job at a local hardware store and began saving my money. I did this for about three years. Finally, I had enough to buy my own car. I felt good about myself because I accomplished something I set my mind to. That was considered a goal I set for myself and I achieved it.

I think I would be good for this job because I can accomplish

a lot of things I put my mind to. I will also stay on task, concentrate on my work only and be on time in the mornings. This job really means a lot to me and I want to be employed by you. I think I will learn a lot working for your company and learning is important for all other jobs as well.

I really want to work for you because I want to learn how to do something. This job will help me with skills I need throughout life itself. I will do whatever it takes without any problems. Your company needs some good employees and I think I can help.

I hope you take this in consideration. I hope to hear from you. Once again I'm sorry for not answering your question at the interview. You can reach me at home if you want to get together again. Thanks for your time.

Sincerely,

Score Point 3

The student addresses the topic, but the lengthy response is unnecessarily repetitive. More development of the one idea would be needed for a higher score point.

Dear John,

My name is _____. I'm writing to you because a couple day's ago I came to your office for an interview. I'm a little nervous that I gave a bad impression towards a question you had asked. You asked me if I had set a goal for myself and how did I accomplish it. At the time I couldn't think of one so I didn't answer your question. Now after some thinking I feel I'm ready to answer it. I did set a goal for myself, it was to graduate High School. I accomplished that goal by doing all my work and by taking every class seriously no matter how easy or hard I felt it was. By accomplishing that I'm able to attend just about any College of my choice.

I also have two more goals that I have set for myself. One is to go to the best College that I could go to. And the other I just set for myself as I was writing this letter and it is to be hired by you. I hope after reading this letter you take it into consideration. If I gave a bad impression in your office I apologize. Hopefully this letter could make up for that. I feel that I'm perfect for the job. I give my word that if you hire me I won't disappoint you. But if you don't call me saying I'm hired I would understand. My goal on writing this letter was of course to try to convince you that I'm good for the job, but I had another goal on writing this letter and it was to make myself feel good. And now that this letter is almost over I could honestly say that I feel a whole lot better. I wouldn't want to take up anymore of your time so all I have left to say is Thank You for taking time out your schedule to read this letter.

Yours Truly,

Dear John,

My name is . . . I'm writing to you because a couple day's ago I came to your office for an interview. I'm a little nervous that I gave a bad impression towards a question you had asked. You asked me if I had set a goal for myself and how did I accomplish it. At the time I couldn't think of one so I didn't answer your question. Now after some thinking I feel I'm ready to answer it. I did set a goal for myself, it was to graduate High School. I accomplished that goal by doing all my work and by taking every class seriously no matter how easy or hard I felt it was. By accomplishing that I'm able to attend just about any College of my choice.

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Yours Truly,

Score Point 3

This response has a single focus with ideas that are loosely connected. Better transitions between ideas would help improve the progression of ideas. There is insufficient elaboration to indicate an adequate command of language.

Writing Prompt 1: Score Scale Point 4

The response indicates an **ADEQUATE COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION

- generally will have an opening and a closing. The responses relate to the topic. They have a single focus and are organized. There is little, if any, difficulty moving from idea to idea. Ideas may ramble somewhat, and clusters of ideas may be loosely connected; however, an overall progression is apparent. In some papers, development is uneven, consisting of elaborated ideas interspersed with bare, unelaborated details.

USAGE

- may display some errors in usage, but no consistent pattern is apparent.

SENTENCE CONSTRUCTION

- may demonstrate a generally correct sense of syntax. They avoid excessive monotony in syntax and/or rhetorical modes. There may be a few errors in sentence construction.

MECHANICS

- may display some errors in mechanics, but these errors will not constitute a consistent pattern, nor do they interfere with the meaning of the response.

Dear Mr. Gonzalez,

I was at one of your recent job interview and I feel I did very well. I also feel that we got along, but the real reason why I'm writing you this letter is because you asked me a question and I was unable to answer it the way I was supposed to. The question you asked me was, "a goal I set for myself and how I accomplished it"? I don't know why, but I was unable to answer you, and I feel like I left the interview incomplete.

As I went home, all I can do was think of my many goals and see which of them I actually accomplished. One of them was making it to senior year in high school. That was accomplished this past September and that's a goal I'm proud of but I wouldn't recommend it as one in a job interview.

Another goal would be my goal on taking the drivers license test and passing it. Although I actually went and took the test, I didn't exactly pass. It opened up my eyes to see what it was all about, so next time I will accomplish my goal and pass the test.

Then it hit me and I finally have your answer to complete the job interview. Mr. Gonzalez, one of my goals that I set for myself was at my last job. I said that while I'm working I will meet new people, learn more skills, and keep up with my grades. I can actually say that I accomplished all plus more, and this was the answer I meant to give you but it just didn't click in my head, it was as if I forgot or maybe I just froze cause I really wanted to impress you.

Mr. Gonzalez I wanna thank you for taking the time off your busy schedule and reading this letter. I just felt it was my duty to complete this interview or maybe it was just another goal I just felt I had to accomplish. Thank you for your time sorry for the delay.

Thank you

Dear

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I wanna thank you for taking the time off your busy schedule and reading this letter. I just felt it was my duty to complete this interview or maybe it was just another goal I just felt I had to accomplish. Thank you for your time sorry for the delay.

Thank you

Score Point 4

This response is focused and organized with an overall sense of progression. The writer provides some examples, but the development is somewhat uneven with a mix of elaborated and unelaborated details. More even development would be needed for a higher score.

Dear,

“Obstacles are what you see when you take your eyes off your goals.” So setting goals and trying to accomplish them comes natural to me. I have set many goals in life, some for school, work, and life itself. In spite of all the goals I have set to accomplish only one stands out as being the most noticable. That goal was to graduate from High School to become an employee for your firm.

Firstly, I had to attend school each and everyday. That was had because there were different situations everyday especially my twelfth grade year. After, I set my mind on doing my best to reach my goal as a lawyer. And also with the thought in mind that anything I do could turn for the worst I changed my childish ways. Many obstacles started to interfere with my goals for life. For a moment it looked as my goals wouldn't be accomplished after all. Therefore, I buckled down and looked at life serious. Because I knew if I didn't change, me becoming a lawyer would never happen. With that hanging over my head I graduated High School.

Secondly, to become a lawyer met attending Law School. Now everything seemed to be in place except money. I needed money for supplies, and other expenses. Getting a good paying job and saving money to attend school. Became my second goal for my life. That goal took a whole lot of hard work and patiences. On the other hand, it paid off because I finished Law School.

Thirdly, every single last one of my goals were set to accomplish this one yet. That was to work at your law firm. The first interview I really couldn't think of a goal until later. As you can see this goal was done in a three point series. Now by me not answering that question the first time around the job could be giving to someone else.

In Conclusion, after reading my letter and taking part of my goals. You can see Im a deciated worker, and I hope you take this under consideration. I have accomplished all of many goals never once did I have the thought of giving up. I have been faced with many obstacles throughout my lifetime. I have given myself many challenges and they won't stop here. Once a lawyer at your firm my goals will become endless. I would be a good person for this job. Not to give the wrong idea about your personality, but not awarding this job would be ludacris. Yes, awarding because after all I have been through up to this point. This job would be a reward to me and my family.

Sincerely,

Dear,

"Obstacles

are what you see when you take your eyes off your goals." So setting goals and trying to accomplish them comes natural to me. I have set many goals in life, some for school, work, and life itself. In spite of all the goals I have set to accomplish only one stands out as being the most noticable. That goal was to graduate from High School to become an employee for your firm.

Firstly, I had to attend school each and everyday.

That was hard because there were different situations everyday especially my twelfth grade year. After, I set my mind on doing my best to reach my goal as a lawyer. And also with the thought in mind that anything I do could turn for the worst I changed

my childish ways. Many obstacles started to interfere with my goals for life. For a moment it looked as my goals wouldn't be accomplished after all. Therefore, I buckled down and looked at life serious. Because I knew if I didn't change, me becoming a lawyer would never happen. With that hanging over my head I graduated High School.

Secondly, to become a lawyer meant attending Law School. Now everything seemed to be in place except money. I needed money for supplies, and other expenses. Getting a good paying job and saving money to attend school became my second goal for my life. That goal took a whole lot of hard work and patience.

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Thirdly, every single last one of my goals were set to accomplish this one yet. That was to work at your law firm. The first interview I really couldn't think of a goal until later. As you can see this goal was done in a three point series. Now by me not answering that question the first time around the job could be giving to someone else.

In Conclusion, after reading my letter and taking part of my goals. You can see I'm a dedicated worker, and I hope you take this under consideration. I have accomplished all of many goals never once did I have the thought of giving up. I have been faced with many obstacles throughout my life time. I have given myself many challenges and they won't stop here.

Once a lawyer at your firm my goals will become endless. I would be a good person for this job. Not to give the wrong idea about your personality, but not awarding this job would be ludacris. Yes, awarding because after all I have been through up to this point. This job would be a reward to me and my family.

Sincerely,

Score Point 4

The response is organized and controlled. There is an overall progression of ideas from beginning to end. While there are some errors in mechanics and sentence construction, they do not interfere with meaning and do not constitute a pattern. The response demonstrates an adequate command of language.

Writing Prompt 2: Score Scale Point 1

The response indicates an **INADEQUATE COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION

- may not have an opening and/or closing. These papers are on topic and demonstrate at least a minimal attempt to respond to the topic by stating a subject or giving a list of subjects. Some of the lengthier papers are disorganized, making them consistently difficult to follow. In these papers the reader has to infer what the focus is. The overriding characteristic of many of these papers is a lack of control with no sense of planning. Details may be random, inappropriate, or barely apparent.

USAGE

- may display severe/numerous errors in usage. This includes problems in tense formation, subject-verb agreement, pronoun usage and agreement, word choice, and use of proper modifiers.

SENTENCE CONSTRUCTION

- may demonstrate an assortment of grammatically incorrect/incomplete sentences and/or incorrect rhetorical modes. Statements may be either incoherent or unintelligible.

MECHANICS

- may display errors in mechanics so severe as to detract from the meaning of the response.

Dear SHS Students,

I would just like to make a note of Something. Its about school work and tv. They don't mix, in fact how can you even think with a tv on. I for one wouldn't be able to do it. I'm just going to point out the main things wrong with it and how you can fix it.

Dear SHS Students,

I would just like to make a note of something. It's about school work and TV. They don't mix, in fact how can you even think with a TV on. I for one wouldn't be able to do it.

I'm just going to point out the main things wrong with it and how you can fix it.

Score Point 1

Enough information is present in this brief response to indicate that the student is making a minimal attempt to respond to the topic.

Writing Prompt 2: Score Scale Point 2

The response indicates a **LIMITED COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION

- may not have an opening and/or a closing. These responses will exhibit an attempt at organization. In other words, there will be some evidence the writer attempted to control the details. The responses relate to the topic, but in some papers, the writer drifts away from the primary focus or abruptly shifts focus. In other papers, there is a single focus, but there are few, if any, transitions, making it difficult to move from idea to idea. Details are presented with little, if any, elaboration—highlight papers.

USAGE

- may have numerous problems with usage, but they are not totally out of control.

SENTENCE CONSTRUCTION

- may demonstrate excessive monotony in syntax and/or rhetorical modes. There may be numerous errors in sentence construction.

MECHANICS

- may display numerous severe errors in mechanics.

My fellow classmates I don't think watching alot of TV has any effect on us. Me personally I watch about 8 hours of televison a day, with all that tv I watch I still do good in my classes. I think it's absurd what they say. They also say sitting to close to the t.v. is bad too, and we now know its not. Everyone watches tv and yes its addicting but only if you let it. What we watch on tv can be very educational for example the History channel, Discovery, food network, the news and many many more. So If watching those programs is addicting than so be it. In conclusion If you watch the right programs It won't be so bad but balance what you do its that simple.

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Score Point 2

Although brief, this response focuses on the positive effects of watching many hours of television. However, a lack of elaboration of ideas and details demonstrates a limited command of language.

Writing Prompt 2: Score Scale Point 3

The response indicates a **PARTIAL COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION

- may not have an opening and/or closing. These responses relate to the topic and usually have a single focus. Some of these papers may drift from the focus or abruptly shift focus; however, in these papers, at least one of the subjects focused on clearly meets the criteria for a “3.” For example, some “3” papers are sparse—they have several details with a little elaboration, but they are organized and controlled; some “3” papers will ramble somewhat, repeating ideas resulting in a lengthy response that would otherwise be sparse; and other “3” papers have elaborated ideas and details, but the writing sample is interrupted by organizational flaws/lapses or by a lack of transition between ideas or between clusters of ideas.

USAGE

- may display (a) pattern(s) of errors in usage.

SENTENCE CONSTRUCTION

- may demonstrate little variety in syntax structure and/or rhetorical modes. There may be errors in sentence construction.

MECHANICS

- may display (a) pattern(s) of errors in mechanics.

Do you like watching T.V.? Studies show most of you do. A recent survey shows that the average American student watches more television than the hours in a school day. Is this good news or bad news? Are they watching educational shows like, “The Learning Channel” or “CNN?” Or are they watching reruns of shows from the 80’s? Either way there might be long-term effects.

Watching six or seven hours is not a good thing. Do you get up and give your eyes a break or even take a bathroom break? No matter if you watch television for an hour or for three hours, your eyes still need something new to look at.

What are teenagers watching anyway? Would you rather watch “CNN” for a couple of hours or a nice comedy like “The Three Stooges?”

Some long-term effects of staring at the boob tube for a couple of hours are; your eyes get glary and you might start feeling tired. You also might need to wear glasses, if you watch t.v. excessively.

Some short-term effects for taking long glances at the television screen are; you might become hungry after seeing all those commercials for fast food places or even those in your local grocery store. Hey, who knows maybe you will feel the need for a quick jog or a short exercise after seeing an infomercial.

Well, its time for you to decide, do you want to really watch all that t.v. or do you think that its good for you? The choice is up to you.

10-11-02

Do you like watching T.V.? Studies show most of you do. A recent survey shows that the average American student watches more television than the hours in a school day. Is this good news or bad news? Are they watching educational shows like, "The Learning Channel" or "CNN?" Or are they watching reruns of shows from the 80's? Either way there might be long-term effects.

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Some short-term effects for taking long glances at the television screen are; you might become hungry after seeing all those commercials for fast food places or even those in your local grocery store. Hey, who knows maybe you will feel the need for a quick jog or a short exercise after seeing an infomercial.

Well, its time for you to decide, do you want to really watch all that t.v. or do you think that its good for you? The choice is up to you.

Score Point 3

This response clearly states short-term and long-term effects of watching too much television. The elaboration, though somewhat sparse, is controlled and shows some progression of ideas and is sufficient to move beyond the highlight level.

Writing Prompt 2: Score Scale Point 4

The response indicates an **ADEQUATE COMMAND** of written language. The writing samples in this category:

CONTENT/ ORGANIZATION

- generally will have an opening and a closing. The responses relate to the topic. They have a single focus and are organized. There is little, if any, difficulty moving from idea to idea. Ideas may ramble somewhat, and clusters of ideas may be loosely connected; however, an overall progression is apparent. In some papers, development is uneven, consisting of elaborated ideas interspersed with bare, unelaborated details.

USAGE

- may display some errors in usage, but no consistent pattern is apparent.

SENTENCE CONSTRUCTION

- may demonstrate a generally correct sense of syntax. They avoid excessive monotony in syntax and/or rhetorical modes. There may be a few errors in sentence construction.

MECHANICS

- may display some errors in mechanics, but these errors will not constitute a consistent pattern, nor do they interfere with the meaning of the response.

Students occupy most of their time watching T.V. rather than doing homework for school or any other household chore. Studies have been shown that the average American student watches television for more hours in a day than they are in school. In every case there is a short term effect, a long term effect, or even a sign of of addition can occur.

First in most cases there is a short term effect which is; losing track of time while watching television. Students who spend most of their time watching in the short term effect still can get work done at home and finish school, but the draw back is that they often find themselves rushing to get jobs done. The T.V. watching has made them loose track of time.

In yet another case there are the long term effects of the accessive watching of television. It includes the person always coming to watch T.V. and not taking time out for more important things that need to be done. Such as homework, cleaning a certain room or object, or yardwork. Its amazing how many parents come home to find there child's work not done, and when they ask why the work wasnt done the most common answer is "I forgot." When in actuality they lost track of time and was watching T.V. In these cases children have found themselves to looking for the next T.V. show or movie to come on. It doesn't even matter that much if the show consist of events their not usual occustum to watching.

In addition to the long term effects their is one case in which a boy name Andre has undergone such effects. Andre who is only thirteen years old comes home everyday from school to lay his bookbag down and sit in front of the tube. Although he knows he has a lot of homework to do for school still he decides to agnor the fact and just watch T.V. Andre will wait untill he mother comes home from work two hours later to tell him or make do his school work. It is proven that the long term effects do not contain an age boundary, so it effect everyone.

In conclusion many American students spend more time watching T.V. than they do in school. The effects of this has more of negative than people really know. But how can we put a stop to the many student in these cases. The only solution is to have children cut back on their T.V. watching. If this is done children will spend more doing what they are suppose to do and spend less time off the couch.

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his school work. It is proven that the long term effects do not contain an age boundary, so it effect everyone.

In conclusion many American students spend more time watching T.V. than they do in school. The effects of this has more of negative than people really know. But how can we put a stop to the many student in these cases. The only solution is to have children cut back on their T.V. watching. If this is done children will spend more doing what they are suppose to do and spend less time off the couch.

Score Point 4

The response is focused and organized with a sense of progression. There is adequate elaboration of each supporting detail. While there are some errors in mechanics, sentence construction and usage, they do not interfere with meaning. This response demonstrates an adequate command of language.

I am writing on whether I feel that television has an enormous influence on the American students. I feel that television does have an influence on the American students.

First, I feel this way because I do think it's a very true statement. Students watch too much television. If a student studied as much as they watched television there would be lots of smart kids in this world. I feel that students need to take more time out and study or do some homework instead of watching television all the time. Lots of kids get used to just watching television all the time, that they do not want to do anything, they rather just sit there watching the television.

Second, I feel that television has absolutely nothing good on. Everything you see on television is a bad influence. Most movies at some point has some type of profanity in it. Also music videos are using such violence as well as the profanity. Children also watch television and all they see is violence and hear profanity. By children watching these things makes them believe that its ok to do what they see because it's on television. They start liking to watch all the violence, so they don't concentrate as well because all they want to do is come home and watch thier favorite shows are music videos. instead of coming home and doing some homework. or something thats really worth your time.

Furthermore, I know that this is true, because I was one that used to do that. I got so into watching the television that I never wanted to do anything else. I would come straight home and go to my room to lay down and watch the television. Instead of at least doing my homework. If not I wouldn't do my homework because I would be so into what I was watching that I wouldn't want to stop and take time out to do my homework or study. I would also fall asleep which meant that I would go to sleep and not do the homework anyway. It's true that watching television can keep you from being in the streets and in the house, but it has a pretty bad influence on you. The television can keep you from doing things like your school work which is very important and it teaches you negative things you don't need to know.

Finally, that is my opinion on whether or not television has a bad influence on the american students. I really do hope that my thoughts are taken into consideration.

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not do the homework anyway. It's true that watching television can keep you from being in the streets and in the house, but it has a pretty bad influence on you. The television can keep you from doing things like your school work which is very important and it teaches you negative things you don't need to know.

Finally, that is my opinion on whether or not television has a bad influence on the American students. I really do hope that my thoughts are taken into consideration.

Score Point 4

This response is focused and organized with a brief opening and closing. The use of transitions adds a sense of overall progression. While the writer provides some examples, the development is somewhat uneven. The reader must infer the short-term and long-term effects of watching too much television; thus, the response demonstrates an overall adequate command of language.

APPENDIX D

HIGH SCHOOL PROFICIENCY ASSESSMENT

**TEST ADMINISTRATION MATERIALS
FOR THE READING SECTION OF THE
SPECIAL REVIEW ASSESSMENT**

The reading passages are available from the NJDOE by request.
Contact JoAnne Tubman, Language Arts Literacy Coordinator, at 609-777-2087.

PILOT MATERIALS FOR OCTOBER 2002
New Jersey Department of Education
HSPA/SRA LANGUAGE ARTS LITERACY
Performance Assessment Task (PAT)

All HSPA/SRA Performance Assessment Tasks (PATs) are secure assessment instruments and may NOT be used as instructional materials. Each HSPA/SRA Performance Assessment Task may be administered to an individual student only ONCE. The PATs must be kept in locked storage at all times when not in use.

A. Mr. Helmholtz is known for never losing his temper when students play badly. We are told that when some students in the C Band played very badly, his “expression did not change.”

- Identify a possible reason why he does not become irritated. Explain how this helps you to understand his behavior toward students later in the story.

Provide specific information from the story to support your response.

B. In fiction and in real life, people often do not say to each other what they truly feel.

- Identify a particular example of this behavior between two characters in this story. Explain why this example leads to the unhappiness of one of the characters.

Provide specific information from the story to support your response.

C. It is often difficult to tell people that they are mistaken or foolish.

- Identify a passage in this story when one character tries to give advice to another but is unsuccessful. Explain why you think this character failed.

Provide specific information from the story to support your response.

Materials/Resources:

Text: SRA-N-006

Access to a word processor or computer, if desired

Tape recorder or camcorder if student makes an oral presentation

Techniques for PAT Scoring:

See Reading Item-Specific Rubric LRAN06-001R for this PAT.

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New Jersey Department of Education
HSPA/SRA LANGUAGE ARTS LITERACY
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A. Essays often identify their central idea in the beginning paragraphs.

- Identify this essay's central idea. Explain how it helps you to understand the rest of the essay.

Use specific information from the essay to support your response.

B. A later starting time for school can impact the life of a family.

- Identify three reasons, from the viewpoint of the author, why parents oppose school starting at a later time. Explain how the author believes a later starting time can affect the economic situation of the family.

Use specific information from the essay to support your response.

C. The author presents conflicting viewpoints about starting the school day later.

- Compare how starting the school day later can have a positive or negative impact on a student's time spent at home, according to the author's argument. Explain how this supports the central idea of the essay.

Use specific information from the essay to support your response.

Materials/Resources:

Text: SRA-P-031

Access to a word processor or computer, if desired

Tape recorder or camcorder if student makes an oral presentation

Techniques for PAT Scoring:

See Reading Item-Specific Rubric LRIP31-003R for this PAT

APPENDIX E

HIGH SCHOOL PROFICIENCY ASSESSMENT

ITEM-SPECIFIC RUBRICS FOR SCORING
NARRATIVE AND PERSUASIVE READING TASKS

PILOT MATERIALS FOR OCTOBER 2002
New Jersey Department of Education
HSPA/SRA LANGUAGE ARTS LITERACY
Item Specific Scoring Rubric

Score Point

- 4 CLEARLY DEMONSTRATES UNDERSTANDING OF THE TASK, COMPLETES ALL REQUIREMENTS, AND PROVIDES AN INSIGHTFUL EXPLANATION/OPINION THAT LINKS TO OR EXTENDS ASPECTS OF THE TEXT.**
- Clearly identifies a possible reason why Mr. Helmholtz does not become irritated when his students play badly.
 - Clearly provides an insightful explanation/opinion why this reason helps you to understand Mr. Helmholtz's behavior toward students later in the story.
 - Clearly identifies ONE example of the behavior between two characters when they do not say what they truly feel to each other.
 - Clearly provides an insightful explanation/opinion of why this behavior leads to the unhappiness of one of the characters.
 - Clearly identifies a passage in the story where one character tries to give advice to another but is unsuccessful.
 - Clearly provides an insightful explanation/opinion of why this character fails in an attempt to give advice.
 - Clearly provides information from the story to support the response.

The response may include relevant personal knowledge to support the response.

The response addresses ALL aspects of the question.

The response is coherent and well balanced.

-
- 3 DEMONSTRATES AN UNDERSTANDING OF THE TASK, COMPLETES ALL REQUIREMENTS, AND PROVIDES SOME EXPLANATION/OPINION USING SITUATIONS OR IDEAS FROM THE TEXT AS SUPPORT.**
- Identifies a possible reason why Mr. Helmholtz does not become irritated when his students play badly.
 - Provides an explanation/opinion of how this reason helps you to understand Mr. Helmholtz's behavior toward students later in the story.
 - Identifies ONE example of the behavior between two characters when they do not say what they truly feel to each other.
 - Provides an explanation/opinion of why this behavior leads to the unhappiness of one of the characters.

- Identifies a passage in the story where one character tries to give advice to another but is unsuccessful.
- Provides an explanation/opinion of why this character fails in an attempt to give advice.
- Provides information from the story to support the response.

The response may include relevant personal knowledge to support the response.

The response addresses MOST aspects of the question.

The response is generally coherent and well balanced.

2 MAY ADDRESS ALL OF THE REQUIREMENTS, BUT DEMONSTRATES A PARTIAL UNDERSTANDING OF THE TASK AND USES TEXT INCORRECTLY OR WITH LIMITED SUCCESS, RESULTING IN AN INCONSISTENT OR FLAWED EXPLANATION.

- Minimally identifies a possible reason why Mr. Helmholtz does not become irritated when his students play badly.
- Provides a minimal explanation/opinion of how this reason helps you to understand Mr. Helmholtz's behavior toward students later in the story.
- Minimally identifies ONE example of the behavior between two characters when they do not say what they truly feel to each other.
- Provides a minimal explanation/opinion of why this behavior leads to the unhappiness of one of the characters.
- Minimally identifies a passage in the story where one character tries to give advice to another but is unsuccessful.
- Provides a minimal explanation/opinion of why this character fails in an attempt to give advice.
- Minimally provides information from the story to support the response.

The response may contain some inaccuracies.

The response addresses MOST aspects of the question.

The response may lack coherence and balance.

1 DEMONSTRATES MINIMAL UNDERSTANDING OF THE TASK, DOES NOT COMPLETE THE REQUIREMENTS, AND PROVIDES ONLY A VAGUE REFERENCE TO OR NO USE OF THE TEXT.

- May attempt to identify a possible reason why Mr. Helmholtz does not become irritated when his students play badly.
- May attempt to explain or give an opinion of how this reason helps you to understand Mr. Helmholtz's behavior toward students later in the story.
- May attempt to identify ONE example of the behavior between two characters when they do not say what they truly feel to each other.
- May attempt to explain or give an opinion of why this behavior leads to the unhappiness of one of the characters.
- May attempt to identify a passage in the story where one character tries to give advice to another but is unsuccessful.

- May attempt to explain or give an opinion of why this character fails in an attempt to give advice.
- Provides no information from the story to support the response.
- May provide information from the story to support the response.
The response may be vague or indicate confusion.

The response addresses SOME aspect(s) of the question.

The response may reflect copying of relevant text information without interpretation.

The response may contain inappropriate language.

0 RESPONSE IS IRRELEVANT OR OFF-TOPIC

- Addresses the topic rather than the question.
- Addresses NO aspect(s) of the question.
- The response may reflect copying of irrelevant text information.

PILOT MATERIALS FOR OCTOBER 2002
New Jersey Department of Education
HSPA/SRA LANGUAGE ARTS LITERACY
Item Specific Scoring Rubric

Score Point

- 4 CLEARLY DEMONSTRATES UNDERSTANDING OF THE TASK, COMPLETES ALL REQUIREMENTS, AND PROVIDES AN INSIGHTFUL EXPLANATION/OPINION THAT LINKS TO OR EXTENDS ASPECTS OF THE TEXT.**
- Clearly identifies the essay's central idea from the beginning paragraphs.
 - Clearly provides an insightful explanation/opinion of how the essay's central idea helps you to understand the rest of the essay.
 - Clearly identifies THREE reasons, from the viewpoint of the author, why parents oppose school starting at a later time.
 - Clearly provides an insightful explanation/opinion of how the author believes a later starting time can affect the economic situation of the family.
 - Clearly compares how starting the school day later can have a positive or negative impact on a student's time spent at home, according to the author's argument.
 - Clearly provides an insightful explanation/opinion of how this comparison supports the central idea of the essay.
 - Clearly provides information from the essay to support the response.

The response may include relevant personal knowledge to support the response.

The response addresses ALL aspects of the question.

The response is coherent and well balanced.

-
- 3 DEMONSTRATES AN UNDERSTANDING OF THE TASK, COMPLETES ALL REQUIREMENTS, AND PROVIDES SOME EXPLANATION/OPINION USING SITUATIONS OR IDEAS FROM THE TEXT AS SUPPORT.**
- Identifies the essay's central idea from the beginning paragraphs.
 - Provides an explanation/opinion of how the essay's central idea helps you to understand the rest of the essay.
 - Identifies TWO reasons, from the viewpoint of the author, why parents oppose school starting at a later time.
 - Provides an explanation/opinion of how the author believes a later starting time can affect the economic situation of the family.

- Compares how starting the school day later can have a positive or negative impact on a student's time spent at home, according to the author's argument.
- Provides an insightful explanation/opinion of how this comparison supports the central idea of the essay.
- Provides information from the essay to support the response.

The response may include relevant personal knowledge to support the response.

The response addresses MOST aspects of the question.

The response is generally coherent and well balanced.

2 MAY ADDRESS ALL OF THE REQUIREMENTS, BUT DEMONSTRATES A PARTIAL UNDERSTANDING OF THE TASK AND USES TEXT INCORRECTLY OR WITH LIMITED SUCCESS, RESULTING IN AN INCONSISTENT OR FLAWED EXPLANATION.

- Minimally identifies the essay's central idea from the beginning paragraphs.
- Provides a minimal explanation/opinion of how the essay's central idea helps you to understand the rest of the essay.
- Identifies ONE reason, from the viewpoint of the author, why parents oppose school starting at a later time.
- Provides a minimal explanation/opinion of how the author believes a later starting time can affect the economic situation of the family.
- Minimally compares how starting the school day later can have a positive or negative impact on a student's time spent at home, according to the author's argument.
- Provides a minimal explanation/opinion of how this comparison supports the central idea of the essay.
- Minimally provides information from the essay to support the response.

The response may contain some inaccuracies.

The response addresses MOST aspects of the question.

The response may lack coherence and balance.

1 DEMONSTRATES MINIMAL UNDERSTANDING OF THE TASK, DOES NOT COMPLETE THE REQUIREMENTS, AND PROVIDES ONLY A VAGUE REFERENCE TO OR NO USE OF THE TEXT.

- May attempt to identify the essay's central idea from the beginning paragraphs.
- May attempt to explain or give an opinion of how the essay's central idea helps you to understand the rest of the essay.
- May attempt to identify ONE reason, from the viewpoint of the author, why parents oppose school starting at a later time, OR may attempt to explain or give an opinion of how the author believes a later starting time can affect the economic situation of the family.

- Provides no explanation or opinion about how the author believes a later starting time can affect the economic situation of the family, OR provides a listing, from the viewpoint of the author, of why parents oppose school starting at a later time.
- May attempt to compare how starting the school day later can have a positive or negative impact on a student's time spent at home, according to the author's argument.
- May attempt to explain or give an opinion of how this comparison supports the central idea of the essay.
- Provides no information from the essay to support the response.
- May provide information from the essay to support the response.

The response may be vague or indicate confusion.

The response addresses SOME aspect(s) of the question.

The response may reflect copying of relevant text information without interpretation.

The response may contain inappropriate language.

0 RESPONSE IS IRRELEVANT OR OFF-TOPIC

- Addresses the topic rather than the question.
- Addresses NO aspect(s) of the question.
- The response may reflect copying of irrelevant text information.

APPENDIX F

HIGH SCHOOL PROFICIENCY ASSESSMENT

**DESCRIPTION OF THE NARRATIVE AND PERSUASIVE
READING TASKS AND SAMPLE STUDENT
NARRATIVE READING RESPONSES**

Description of the Narrative and Persuasive Reading Tasks

The reading responses selected to appear in this handbook were written by twelfth-grade students who participated in the October 2002 HSPA/SRA Pilot Test. The narrative and persuasive reading responses appear as students wrote them; no corrections have been made other than the deletion of specific names of teachers, administrators, students, schools, and districts. A typed version of each response appears before the handwritten response.

Samples are included for score points from one to three of the item-specific rubrics. Each score point is described in detail, and each response is annotated according to the score point criteria.

Narrative Reading Prompt: Score Scale Point 1

DEMONSTRATES MINIMAL UNDERSTANDING OF THE TASK, DOES NOT COMPLETE THE REQUIREMENTS, AND PROVIDES ONLY A VAGUE REFERENCE TO OR NO USE OF THE TEXT.

- May attempt to identify a possible reason why Mr. Helmholtz does not become irritated when his students play badly.
- May attempt to explain or give an opinion of how this reason helps you to understand Mr. Helmholtz's behavior toward students later in the story.
- May attempt to identify ONE example of the behavior between two characters when they do not say what they truly feel to each other.
- May attempt to explain or give an opinion of why this behavior leads to the unhappiness of one of the characters.
- May attempt to identify a passage in the story where one character tries to give advice to another but is unsuccessful.
- May attempt to explain or give an opinion of why this character fails in an attempt to give advice.
- Provides no information from the story to support the response.
- May provide information from the story to support the response.
The response may be vague or indicate confusion.

The response addresses SOME aspect(s) of the question.

The response may reflect copying of relevant text information without interpretation.

The response may contain inappropriate language.

In this reading selection,

Mr. HelmHoltz doesn't become to grow irritated because, group C band finally comes about to come to their senses by following directions, and listening to the band instructor. Even though in the selection, they say he has a bad temper, it doesn't seem like he does because, he come to find out that he likes the way the band has been become about to be very cooperative.

In this reading selection,
Mr. Helmholtz doesn't become too grossly irritated
because, group C band finally comes about to
come to their senses by following directions, and
listening to the band instructor. Even though in
the selection, they say he has a bad temper,
it doesn't seem like he does because, he comes
to find out that he likes the way the
band has been become about to be very
cooperative.

Score Point 1

Enough detail is apparent in this response to demonstrate that the student has read the passage and is attempting to respond to the task. However, the student has failed to complete all the tasks successfully.

- A. Because Plummer wouldn't give him the drum.
- B. Mr. Helmholtz and plumber. Mr. Helmhutz was trying to tell plumber nice that he wasn't any good.
- C. Mr. Helmholtz tried to tell plumber that some people are good at different things, but when he told him that he said smile, shrug and walk away. So that's what Plummer did.

A. Because Plummer wouldn't give him the drum.

B. Mr. Helmholtz and Plummer. Mr. Helmholtz was trying to tell Plummer nice but he wasn't any good.

C. Mr. Helmholtz tried to tell Plummer that some people are good at different things, but when he told him that he said smile, shry and walk away. So that's what Plummer did.

Score Point 1

Enough detail is apparent in this response to demonstrate that the student has read the passage and is attempting to respond to the task. However, the student has failed to complete all the tasks successfully.

- A. For ten years he has taught kids like them. So, I guess he is used to it.
- B. Well, in the first place Plummer should never talk to a teacher like he did.
- C. It is at the end of the story, where Plummer tries to get in the A band with the drum.

A. For ten years he has taught kids like them. So, I guess he is used to it.

B. Well, in the first place Plummer should never talk to a teacher like he did.

C. It is at the end of the story, where Plummer tries to get in the A band with the drum.

Score Point 1

This response demonstrates a minimal attempt to address the tasks. The student's attempts to explain are too brief and vague to achieve more than a score of one.

Narrative Reading Prompt: Score Scale Point 2

MAY ADDRESS ALL OF THE REQUIREMENTS, BUT DEMONSTRATES A PARTIAL UNDERSTANDING OF THE TASK AND USES TEXT INCORRECTLY OR WITH LIMITED SUCCESS, RESULTING IN AN INCONSISTENT OR FLAWED EXPLANATION.

- Minimally identifies a possible reason why Mr. Helmholtz does not become irritated when his students play badly.
- Provides a minimal explanation/opinion of how this reason helps you to understand Mr. Helmholtz's behavior toward students later in the story.
- Minimally identifies ONE example of the behavior between two characters when they do not say what they truly feel to each other.
- Provides a minimal explanation/opinion of why this behavior leads to the unhappiness of one of the characters.
- Minimally identifies a passage in the story where one character tries to give advice to another but is unsuccessful.
- Provides a minimal explanation/opinion of why this character fails in an attempt to give advice.
- Minimally provides information from the story to support the response.

The response may contain some inaccuracies.

The response addresses MOST aspects of the question.

The response may lack coherence and balance.

A

Mr. Helmholtz doesn't get mad, because he was a kid too.

He understands them, because he lived that already. He knows how the kids feel, about something.

He doesn't lose his patience, knowing that it doesn't take you to nowhere. And the kids can feel awful.

He teaches them, everytime you try, you get better and better. He cheers them up. Making them challenge one to another.

If you make a mistake, you learn from it.

B

Sometimes a person needs to tell the other something about what that person how do you feel about.

And you begin to think how could that person feel.

Mr. Helmholtz is trying to tell Plummer, not everybody is good at everything. And when we are growing up, we have to learn that, that those things we are not good at, makes us feel badly. But we discover that there are things we could be good at. He couldn't tell Plummer that. So he prefers, to call Mrs. Plummer, and tell her what he was thinking.

C

It's hard to tell someone, "Hey you're wrong. What you're doing it's not right" Because you know that person could feel badly. Trying to look the better way to tell what was happening.

The teacher is trying to tell his fellow, he is making a big mistake. Asking him if they can be friends. And by the way tell him he's not good at music and he must look up for something else. But he couldn't tell him.

He thought he had failed, deciding the better way is tell his fellow's mom about his concern. Because he knows. Mrs. Plummer could tell her son, with the exact same words. And finally make the phone call.

A

Mr. Helmholtz doesn't get mad, because he was a kid too.

He understands them, because he lived that already. He knows how the kids feel about something.

He doesn't lose his patience, knowing that it doesn't take you to nowhere. And the kids can feel awful.

He teaches them, everytime you try, you get better and better. He cheers them up. Making them challenge one to another.

If you make a mistake, you learn from it.

B

Sometimes a person needs to tell the other something about what that person how do you feel about.

And you begin to think how could that person feel.

W/r. Helmholtz is trying to tell Plummer, not everybody is good at everything. And when we are growing up, we have to learn that, that those thing we are not good at, makes us feel badly.

But we discover that there are things we could be good at. He couldn't tell Plummer that. So he prefer, to call W/rs. Plummer, and tell her what he was thinking.

C

It's hard to tell someone, "Hey you're wrong. What you're doing it's not right". Because you know that person could feel badly. Trying to look the better way to tell what was happening.

The teacher is trying to tell his fellow, he is making a big mistake. Asking him if they can be friends. And by the way tell him his not good at music and he must look up for something else. But he couldn't tell him.

He though he have failed, deciding the better way is tell his fellow's mom about his concerning. Because he knows. Mrs. Plummer could tell her son, with the exact lies words. And finally make the phone call.

Score Point 2

The student attempts to complete all tasks; however, the explanations are weak, lack text reference, and contain some inaccuracies.

A) Mr. Helmholtz does not get irritated, because, even though the C Band was playing bad, he did not want to make it obvious to the other schools. So he kept continuing with the nice face expressions. And, since the judges were not musicians, he even cared less. Because, all the judges really cared about was the seven feet in diameter bass drum which Johnstow high School had bought in.

B) Not saying what one feels could sometimes lead in difficulties and embarrassment. Like for example, Mr. Helmholtz can not tell one of his C-Band members that he does not have any talent in musical careers. But, Mr. Helmholtz can not always keep it in him. When Plummer tells Mr. Helmholtz he is going to challenge one of the A-Band members to see who plays better, Mr. Helmholtz needs to tell Plummer that he does not have the talent to compete with someone from the A-Band. And, besides it is better to know the truth before challenging against someone that one does not have a chance against.

C) When Plummer said he is going to challenge Flammer a genius from band-A, Mr. Helmholtz could not tell him not to, because Plummer already had it in his mind challenging Flammer. So whatever Mr. Helmholtz would have said Plummer would not listen anyways.

So what Mr. Helmholtz did was to speak to Plummer in person. Since Plummer gives out the school News Paper in town, Mr. Helmholtz was waiting for him to pass from his front door. Once he saw Plummer he shouted at him. And then, he started explaining it to him. Saying that God creates different kinds of people, people with different talent and abilities. To find what a person can do or can not do it is all on itself. Mr. Helmholtz kept going on with different kinds of examples. Whereas Plummer was getting sadder and sadder the more Mr. Helmholtz kept telling him that he basically did not have musical talent. But in the end it was good for Plummer to know the truth about his abilities.

In my opinion, I think the reason why Mr. Helmholtz failed the first time of trying to explain Plummer that he did not have talent was because Plummer was too powerful about his thoughts. But once, Mr. Helmholtz caught Plummer alone he told him everything he wanted to say in the first place. This way Plummer saw life in a different way.

A) Mr. Helmholz does not get irritated, because, even though the C-Band was playing bad, he did not want to make it obvious to the other schools. So he kept continuing with the nice face expressions. And, since the judges were not musicians, he even cared less. Because, all the judges really cared about was the seven feet in diameter bass drum which Johnstow High School had bought in.

B) Not saying what one feels could sometimes lead in difficulties and embarrassment. Like for example, Mr. Helmholz can not tell one of his C-Band members that he does not have any talent in musical careers. But, Mr. Helmholz can not always keep it in him. When Plummer tells Mr. Helmholz he is going to challenge one of the A-Band members to

See who plays better, Mr. Helmholtz needs to tell Plummer that he does not have the talent to compete with someone from the A-Band. And, besides it is better to know the truth before challenging against someone that one does not have a chance against.

C)

When Plummer said he is going to challenge Flammer a genius from band-A, Mr. Helmholtz could ^{not} tell him not to, because Plummer already had it in his mind challenging Flammer. So whatever Mr. Helmholtz would have said Plummer would not listen anyways. So what Mr. Helmholtz did was to speak to Plummer in person. Since Plummer gives out the school News

C) Paper in town, Mr. Helmholtz was waiting for him to pass from his front door. Once he saw Plummer he shouted at him. And then, he started explaining it to him. Saying that God creates different kinds of people, people with different talent and abilities. To find what a person can do or can not do it is all on itself. Mr. Helmholtz kept going on with different kinds of examples. While as Plummer was getting sadder and sadder the more Mr. Helmholtz kept telling him that he basically did not have musical talent. But in the end it was good for Plummer to know the truth about his abilities.

In my opinion, I think the reason why Mr. Helmholtz failed the first time of trying to explain Plummer that he did not have talent was because Plummer was too powerful about his thoughts. But once, Mr. Helmholtz caught Plummer alone he told him everything he wanted to say in the first place.

this way Plummer saw life in
a different way.

Score Point 2

Although this lengthy response addresses most of the requirements of the task, the student mostly identifies examples from the text by retelling the story. Explanations are ignored for the first two parts and the attempts at explanation for task C is unclear (Plummer was too powerful).

According to the passage, MR. Helmholtz, the band instructor, did not become irritated when some of his students in the C band played very badly because the C band was composed of beginning bandsmen, and “this was only the fifth session of the school year.” The way they played was very good for their level of experience. Later on, as they become more experienced they will attain a place in the B band. MR. Hemoltz had been head of the music department and running the band for ten years. His reaction did not change when he heard the C band play because he knew what to expect from them: and he knew they would progress.

In this story, MR. Hemoltz and Walter Plummer had communication problems. “Plummer” as he is referred to in the story, had misguided beliefs that he was a skilled enough bandsman to join the A band. MR. Hemoltz did not know how to tell plummer that he was not good enough for the A band without hurting his feelings, so he tried to avoid talking to plummer about his true feelings. “MR. Hemoltz tried to tell plummer how misplaced his ambitions were, but plummer was in love, not with music, but with the letter sweaters.” Plummer would not consider MR. Hemoltz words or advice when MR. Hemoltz tried to speak his mind. “I admire your spirit Plummer, but isnt that rather ambitious for your first year?” Plummer still did not understand. MR. Hemoltz holds back his true thoughts too long and plummer gets offended and hurt when MR. Hemoltz finally tells him “You can’t do every thing well. The last part, finding out what we can’t do is what hurts most about growing up.”

When MR Hemoltz says “

According to the passage, Mr. Helmoltz, the band instructor, did not become irritated when some of his students in the C band played very badly because the C band was composed of beginning bandsmen, and "this was only the fifth session of the school year." The way they played was very good for their level of experience. Later on, as they become more experienced they will attain a place in the B band. Mr. Helmoltz had been head of the music department and running the band for ten years. His reaction did not change when he heard the C band play because he knew what to expect from them; and he knew they would progress.

In this story, Mr. Helmoltz and Walter Plummer had communication problems. "Plummer" as he is referred to in the story, had misguided beliefs that he was a skilled enough bandman to join the A band. Mr. Helmoltz did not know how to tell Plummer that he was not good enough for the A band without hurting his feelings, so he tried to avoid talking to Plummer about his true feelings. "Mr. Helmoltz tried to tell Plummer how misplaced his ambitions were, but Plummer was in love,

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Plummer would not consider Mr. Hemoltz words
or advice when Mr. Hemoltz tried to speak his
mind. "I admire your spirit Plummer, but
isn't that rather ambitious for your first year?"
Plummer still did not understand. Mr. Hemoltz
holds back his true thoughts too long and
Plummer gets offended and hurt when Mr. Hemoltz
finally tells him "you can't do every thing well.
The last part, finding out what we can't do is
what hurts most about growing up."

when Mr. Hemoltz says "

Score Point 2

This student successfully completes the first two parts of the task with specific text details and adequate explanations, but fails to address the third part.

Narrative Reading Prompt: Scale Score Point 3

DEMONSTRATES AN UNDERSTANDING OF THE TASK, COMPLETES ALL REQUIREMENTS, AND PROVIDES SOME EXPLANATION/OPINION USING SITUATIONS OR IDEAS FROM THE TEXT AS SUPPORT.

- Identifies a possible reason why Mr. Helmholtz does not become irritated when his students play badly.
- Provides an explanation/opinion of how this reason helps you to understand Mr. Helmholtz's behavior toward students later in the story.
- Identifies ONE example of the behavior between two characters when they do not say what they truly feel to each other.
- Provides an explanation/opinion of why this behavior leads to the unhappiness of one of the characters.
- Identifies a passage in the story where one character tries to give advice to another but is unsuccessful.
- Provides an explanation/opinion of why this character fails in an attempt to give advice.
- Provides information from the story to support the response.

The response may include relevant personal knowledge to support the response.

The response addresses MOST aspects of the question.

The response is generally coherent and well balanced.

A. Mr. Helmholtz is probably accepting the fact that some students just don't play well. He will never be able to help them, but they do enjoy making noise. Later in the story he tries to explain this to Plummer. For the most part his explanations are in vain, as Plummer does not stop to listen. Mr. Helmholtz also knows some students just don't play well together.

B. Mr. Helmholtz does not tell Plummer that he has no talent. This causes them both to be distressed later in the story, as Plummer gets the drum and Helmholtz puts him in a bad position to get a band shirt. Mr. Helmholtz really does not like Plummer, but still admires his spirit. Unfortunately this leads to problems later on. In the end, Plummer gets the shirt he wants and Mr. Helmholtz gets the drum, so both made out well.

C. The second to last paragraph on page four is when Mr. Helmholtz tries to tell Plummer that he will never amount to anything. Mr. Helmholtz fails because of Plummer's overwhelming self-confidence. Plummer believes he is talented far beyond anyone in A-Band's abilities. Plummer also focuses far too much on getting into A Band and not enough on playing. This causes Plummer to not play as well as he wants.

A. Mr. Helmholtz is probably accepting the fact that some students just don't play well. He will never be able to help them, but they do enjoy making noise. Later in the story he tries to explain this to Plummer. For the most part his explanations are in vain, as Plummer does not stop to listen. Mr. Helmholtz also knows some students just don't play well together.

B. Mr. Helmholtz does not tell Plummer that he has no talent. This causes them both to be distressed later in the story, as Plummer gets the drum and Helmholtz puts him in a bad position to get a band shirt. Mr. Helmholtz really does not like Plummer, but still admires his spirit. Unfortunately this leads to problems later on. In the end, Plummer gets the shirt he wants and Mr. Helmholtz gets the drum, so both made out well.

C The second to last paragraph on page four is when Mr. Helmholtz tries to tell Plummer

that he will never amount to anything.

Mr. Helmholtz fails because of Plummer's overwhelming self-confidence. Plummer believes he is talented far beyond anyone in A-Band's abilities. Plummer also focuses far too much on getting into A Band and not enough on playing. This causes Plummer to not play as well as he wants.

Score Point 3

This student successfully completes all parts of the task by providing specific examples and adequate text-based explanations. More details with some insightfulness would be needed for a higher score.

A) Mr. Helmholtz does not become irritated at the C Band, because he understands that the C Band consist of kids just starting out playing on their instruments. Since no one really liked playing in the C Band Mr. Helmholtz had challenge days every two weeks that would allow the kids to move up to the A or B bands. Mr. Helmholtz behavior with the kids is very supporting, and honest in a nice way. Mr. Helmholtz was very supporting when he heard plumber play. He finally got sick of the horrible playing of plumber, so in the end of the story he compromised with him. This allowed plumber to be in the A band like he wanted.

B) When Mr. Helmholtz told plumber that he would get better if he kept practicing. What Mr. Helmholtz should have said in the begining to plumber, is that he has no musical talent what so ever. That way plumber wouldn't have wasted his time all those years. This makes plumber very upset when he finds out that he doesn't have any talent in the music field at Mr. Helmholtz's house. Now that plumber found out the truth he doesn't like Mr. Helmholtz anymore. So now two of the characters are upset in the story.

C) One passage in the story when one character tries to give advice to another that is unsuccessful is, when Mr. Helmholtz told plumber if he practiced really hard maybe one day he will move up to the A band. This made plummers hopes and dreams higher then what was really the truth. On the other hand Mr. Helmholtz didn't want to give plumber a chance. It ended up plumber got his feelings hurt not to mention getting humiliated in front of all the band members.

⑦ Mr. Helmholtz does not become irritated at the C Band, because he understands that the C Band consist of kids just starting out playing on their instruments. Since no one really liked playing in the C Band ~~as~~ Mr. Helmholtz had challenge days every two weeks that would allow the kids to move up to the A or B bands. Mr. Helmholtz behavior with the kids is very supporting, and honest in a nice way. Mr. Helmholtz was very supporting when he heard plumber play. He finally got sick of the horrible playing of plumber, so in the end of the story he compromised with him. This allowed plumber to be in the A band like he wanted.

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Score Point 3

The student responds to all parts of the task and provides supporting explanations and details for each part of the task. Enough information is presented to demonstrate an understanding of the text.

1. In “The no talent Kid,” Mr. Helmholtz was a music teacher of Lincoln High School. He was all about music. He lived in a world of music. In the High School Mr. Helmholtz taught three different levels of band. He taught the A-band which was the best of them all. The B-band who was good but not as good as the A-Band. Then there was the C-band. Mr. Helmholtz could never lose his temper with them because he knew that they were the beginners. He knew how bad they played, and they made many mistakes. Most of them were playing for the very first time. Mr. Helmholtz knew that the band soon enough would become better. They just have to practice. Mr. Helmholtz is a very patient person. He takes his time with his students, there is no reason to get upset. He know that that they will get better. The ten years he has been teaching the band they came from second to none to first in the state. “The band had won every state wide high school band competition for the past ten years” Mr. Helmholtz has faith in his students in every level of his band.

In “The no talent Kid” an example of people don’t often say to each other what they truly feel, is when Mr. Helmholtz was telling Plummer that he wasn’t good at playing in the band. He didn’t just come out and say it. Mr. Helmholtz was beating around the bush. He explained to him that. “God made all kinds of people. Some who can run fast. some who can write wonderful stories . . . but he didn’t make everyone who could do everything well. Part of the growing-up process is finding out what we can do well and what we can’t do well.” In that Statement, Mr. Helmholtz was telling Plummer that he wasn’t good at playing in the band. Mr. Helmholtz didn’t want to flat out tell Plummer that, but he put it in the best way he knew how. Even though he did hurt Plummer’s feelings because he understood what Mr. Helmholtz was talking about.

In “The no talent Kid” passage where I believe that Mr. Helmltz gave bad advice is when he tells Mrs. Plummer that it was a good idea for Plummer to sell his clarinet. That was not advice you tell a parent to tell their child. Even though he can’t play the instrument well. He can always practice. Mr. Helmholtz didn’t give up on his music career, So don’t tell someone else to! Mr. Helmholtz always want to be the best. He finds out that a school was selling a drum that he want. He Kept calling but there was no answer. While he was stressing over the drum, he actually lost his temper at his students. To his surprise Plummer walks into his band lesson with the eight foot drum Mr. Helmholtz advice smacks him back in the face. The no talent kid want to play the drum now. Mr. Helmholtz advice don’t pay off because Plummer has the Drum and he is not giving it up unless he can Play it.

1. In "The no talent kid", Mr. Helmholtz was a music teacher of Lincoln High school. He was all about music. He lived in a world of music. In the High School Mr. Helmholtz taught three different levels of band. He taught the A-band which was the best of them all. The B-band who was good but not as good as the A-Band. Then there was the C-band. Mr. Helmholtz could never lose his temper with them because he knew that they were the beginners. He knew how bad they played, and they made many mistakes. Most of them were playing for the very first time. Mr. Helmholtz knew that the band soon enough would become better. They just have to practice. Mr. Helmholtz is a very patient person. He takes his time with his students, there is no reason to get upset. He knows that that they will get better. The ten years he has been teaching the band they came from second to none to

first in the state. "The band had won every state wide high school band competition for the past ten years" Mr. Holmholz has faith in his students in every level of his band.

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Plummer has the Drum and he
is not giving it up unless he
can play it.

Score Point 3

The writer provides enough elaboration and relevant personal details from the text (Mr. Hemholtz didn't give up on his music career, so don't tell someone else to!) for each part of the task to be successful. Further insight beyond the text would be needed for a higher score.

APPENDIX G

HIGH SCHOOL PROFICIENCY ASSESSMENT

SAMPLE STUDENT PERSUASIVE READING RESPONSES

Scale Score Point 1

DEMONSTRATES MINIMAL UNDERSTANDING OF THE TASK, DOES NOT COMPLETE THE REQUIREMENTS, AND PROVIDES ONLY A VAGUE REFERENCE TO OR NO USE OF THE TEXT.

- May attempt to identify the essay's central idea from the beginning paragraphs.
- May attempt to explain or give an opinion of how the essay's central idea helps you to understand the rest of the essay.
- May attempt to identify ONE reason, from the viewpoint of the author, why parents oppose school starting at a later time, OR may attempt to explain or give an opinion of how the author believes a later starting time can affect the economic situation of the family.
- Provides no explanation or opinion about how the author believes a later starting time can affect the economic situation of the family, OR provides a listing, from the viewpoint of the author, of why parents oppose school starting at a later time.
- May attempt to compare how starting the school day later can have a positive or negative impact on a student's time spent at home, according to the author's argument.
- May attempt to explain or give an opinion of how this comparison supports the central idea of the essay.
- Provides no information from the essay to support the response.
- May provide information from the essay to support the response.

The response may be vague or indicate confusion.

The response addresses SOME aspect(s) of the question.

The response may reflect copying of relevant text information without interpretation.

The response may contain inappropriate language.

A.) Well I feel that students should have later time to get to school like the essay said. I think that students grades would be better as well as there attitude in the classroom. first of all I know teacher don't like students sleeping in class and not doing well. So, let the kids come in later. I felt that this articule gave great reason why student should come to school later. Teenager need at least 9 hour of sleep before they can go to school.

B.) The three reason why parent oppose to students going to school later is it messes up there work hours. for example! If they have later school day that mean kids would be starting school at around 8:40. Now if a parent has a 7 or 8 years old son or daughter that goes to school At that time and plus has to be at work at 7:am they have to leave there son or daughter there for a hour and 20 mins. Also, schools will be later than it use to be. If you got out at 2:15 you won't be getting out till 3:30 4:clock. That also messes up parant's work hours. Thats why parent oppose of it.

C.) Well I think that if school days are later it will have a positive on students spending time at home expeeially atlectices. for example! Lets say school ends at 3:40 Now football practices is right after school. So you start practices at 4:15 and you don't get out untill 6:30-7oclock. Your so tired that you want to stay home. thats why you spend more time at home.

A.) Well I feel that students should have later time to get to school like the essay said. I think that students grades would be better as well as there attitude in the classroom. First of all I know teacher don't like students sleeping in class and not doing well. So, let the kids come in later. I felt that this article gave great reason why student should come to school later. Teenager need at least 9 hour of sleep before they can go to school.

B.) The three reason why parent oppose to students going to school later is it messes up there work hours. For example! If they have later school day that mean kids would be starting school at around 8:40. Now if a parent has a 7 or 8 years old son or daughter that goes to school at that time and plus has to be at work at 7am they have to leave there son or daughter there for a hour and a half. Also, schools will be later than it use to be. If you get out at 2:15 you won't be getting out till 2:30 48 o'clock. That also messes up parent's work hours. That's why parent oppose at it.

C.) Well I think that if school days are later it will have a positive on students spending time at home especially athletics. for example! Lets say school ends at 3:40 Now football practices is right after school. So you start practices at 4:15 and you don't get out untill 6:30-7 o'clock. Your so tired that you want to stay home. thats why you spend more time at home.

Score Point 1

The response attempts to state the essay's central idea, but not all of the requirements of the task are completed successfully. The student fails to identify three reason in part B and the explanation for part C is based entirely on the student's own opinion and not the author's.

A.) The central idea of this essay is whether or not it would be a good idea for teens to start school at a later time. In this paragraph it shows supportive why this wouldn't be such a good idea. This paragraph also explains how this could help us teens out.

B.) Three viewpoints from the author why parents oppose this are it may comprise the after-school safety of young children, and this could have a negative influence on athletics and also effect part time jobs.

C.) Starting the school day later can have a positive and negative effect on the students. Starting school later can help students get more sleep which might help some kids be more motivated. This will also lower the rate of drop outs. This could also have a negative outcome because of athletics, partimes, job, and transportation. This is also how this helps support the central idea of the story.

A) The central idea of this essay is whether or not it would be a good idea for teens to start school at a later time. In this paragraph it shows supportive why this wouldn't be such a good idea. This paragraph also explains how this could help us teens out.

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Score Point 1

This student attempts to respond to each part of the task, but with limited success. No explanation of the economic impact is given for part B and the examples given in part C do not apply to time spent at home. As a result the student has demonstrated a minimal understanding of both the text and the task.

Answer A. an according to Research conducted by the Center for Applied Research and Education improvement (AREI), the later starting time is having a positive impact on teens. Since these schedule change were made, Minneapolis High School Students now Get more hour of Sleep than student in other districts who Start schol an hour earlier. theacher have Reported seeing a variety of improvements in students conduct, including fewer student sleeping at thier desk, incident of misbehavavior and more student were generally alert in class.

Answer B. Because teenager student prevented from obtaining sufficient sleep and student's schedules may interfere With thier sleep patterns. because most of current school shedules unlike those of adul, the sleep cycles of adolescent are relatively fixed and Extremely difficult to chang.

C Answer Later starting time may also lead to improvements in academic performance. students who are required to start school by 7:15 or 7:30 a.m. are more likely to have memory difficulties. problems paying attentin, and slow reaction time, and to show signe of depression than are students who attend schools with later times, and show signs of depression than are student who attend school with later starting time.

Answer A: according to Research conducted by the Center for Applied Research and Education Improvement (CAREI), the later starting time is having a positive impact on teens. Since these schedule change were made, Minneapolis High school students now get more hours of sleep than student in other districts who start school an hour earlier. The teacher have reported seeing a variety of improvements in student conduct, including fewer student sleeping at their desks, incident of misbehavior and more student were generally alert in class.

Answer B: ^{Because} teenager student prevented from obtaining sufficient sleep and student's schedules may interfere with their sleep patterns. because most of current school schedules unlike those of adults, the sleep cycles of adolescent are relatively fixed and extremely difficult to change.

Answer C: later starting time may also lead to improvements in academic performance. students who are required to start school by 7:15 or 7:30 a.m. are more likely to have memory difficulties.

problems paying attention, and slow reaction time, and to show signs of depression than are students who attend schools with later times, and show signs of depression than are student who attend school with later starting time.

Score Point 1

This response is a repetition of the parts of the passage as an attempt to respond to the first part of each part of the task; however no further explanations are offered as required.

Persuasive Reading Prompt: Scale Score Point 2

MAY ADDRESS ALL OF THE REQUIREMENTS, BUT DEMONSTRATES A PARTIAL UNDERSTANDING OF THE TASK AND USES TEXT INCORRECTLY OR WITH LIMITED SUCCESS, RESULTING IN AN INCONSISTENT OR FLAWED EXPLANATION.

- Minimally identifies the essay's central idea from the beginning paragraphs.
- Provides a minimal explanation/opinion of how the essay's central idea helps you to understand the rest of the essay.
- Identifies ONE reason, from the viewpoint of the author, why parents oppose school starting at a later time.
- Provides a minimal explanation/opinion of how the author believes a later starting time can affect the economic situation of the family.
- Minimally compares how starting the school day later can have a positive or negative impact on a student's time spent at home, according to the author's argument.
- Provides a minimal explanation/opinion of how this comparison supports the central idea of the essay.
- Minimally provides information from the essay to support the response.

The response may contain some inaccuracies.

The response addresses MOST aspects of the question.

The response may lack coherence and balance.

A.) The central idea is that whether you make school later or earlier, it still makes either a positive or negative effect on students' time at home and time in school. It helps you understand the facts about how things would be different. One example is when the author explained how studies were done on teenage sleep patterns. Another example is when it said about Minneapolis schools changing their times. The writer isn't taking any one side over the other, but just explain the pros and cons.

B.) 3 reasons are: Transportation problems, compromise safety of young children, negative impact on part-time employment. It can cause economic problems because some families have teenagers as baby sitters and if that happens, they will be forced to get child care that is usually expensive. Also, later times can stop their ability to bring needed income into the family.

C.) Teens might have little time at home if they work and less time at work also. It supports the main idea because it is an example that explains how time at home and work will be changed alot by the different schedule

- (A) The central idea is that whether you make school later or earlier, it still makes either a positive or negative effect on students' time at home and time in school. It helps you understand the facts about how things would be different. One example is when the author explained how studies were done on teenage sleep patterns. Another example is when it said about Minneapolis schools changing their times. The writer isn't taking any one side over the other, but just explain the pros and cons.
- (B) 3 reasons are: Transportation problems, compromise safety of young children, negative impact on part-time employment. It can cause economic problems because some families have teenagers as baby sitters and if that happens, they will be forced to get child care that is usually expensive. Also, later times can stop their ability to bring needed income into the family.
- (C) Teens might have little time at home if they work and less time at work also. It supports the main idea because it is an example that explains how time at home and work will be changed a lot by the different schedule.

Score Point 2

Although the student addresses all of the requirements of the task, the responses are brief and lacking in text references. More development of the explanations with specific text detail would be needed for a higher score.

The author's viewpoint of parents opposing school starting at a later time is that the student's transportation would be difficult. Busses would have to pick up the elementary kids; however, by the time they pick up the highschool kids the bell would have already ring, so they would be late, which says twenty-five percent of students by the time school started. By buses being late, school field trips might not be possible, because of the different time routes. Also, the time provided after school would be different, young children's time after school would be extended; high school students would have after school activities to attend, but what if they have to babysit sibling or go to work? Their schedule will really be off balance.

Starting the school day later can have a positive impact on a student's spent at home by doing more tasks knowing they will wake up refreshed. Doing homework will not be a problem, because of the focus concentration on the lesson. Having more sleep will give a clear open mind the next morning. To have a clear mint will give energy in the challenges students will come across. Finally after having a energized brain working, the feelings & emotions of the student will always be positive and happy.

The central idea of this story is that younger children, teenagers and adults has different sleep patterns. "For many adults, sleep is treated more as a luxury than a necessity. Having to negotate between homework, part-time jobs, sports and extracurricular activities, and household chores gets many K-12 students into this same lifestyle," by having this information is giving a big help in understanding this essay. It tells about how different kids and adults perspective of sleep. Young adults for instance have part time jobs and school, which make them like the adults, to think sleep as a luxury. However, young kids might have a lot of energy and sometimes do not realize when to sleep. Although, they conclude to the same result. When they do not get much sleep, they become lethargic and sluggish; not being able to focus either in school or at work, also their behavior and mood becomes bad.

THE AUTHOR'S VIEWPOINT OF PARENTS OPPOSING SCHOOL STARTING AT A LATER TIME IS THAT THE STUDENT'S TRANSPORTATION WOULD BE DIFFICULT. BUSES WOULD HAVE TO PICK UP THE ELEMENTARY KIDS; HOWEVER, BY THE TIME THEY PICK UP THE HIGH SCHOOL KIDS THE BELL WOULD HAVE ALREADY RING, SO THEY WOULD BE LATE, WHICH SAYS TWENTY-FIVE PERCENT OF STUDENTS BY THE TIME SCHOOL STARTED. BY BUSES BEING LATE, SCHOOL FIELD TRIPS MIGHT NOT BE POSSIBLE, BECAUSE OF THE DIFFERENT TIME ROUTES ALSO, THE TIME PROVIDED AFTER SCHOOL WOULD BE DIFFERENT, YOUNG CHILDREN'S TIME AFTER SCHOOL WOULD BE EXTENDED, HIGH SCHOOL STUDENTS WOULD HAVE AFTER SCHOOL ACTIVITIES TO ATTEND, BUT WHAT IF THEY HAVE TO BABY SIT SIBLING OR GO TO WORK? THEIR SCHEDULE WILL REALLY BE OFF BALANCE.

STARTING THE SCHOOL DAY LATER CAN HAVE A POSITIVE IMPACT ON A STUDENT'S SPENT AT HOME BY DOING MORE TASKS KNOWING THEY WILL WAKE UP REFRESHED. DOING HOMEWORK WILL NOT BE A PROBLEM, BECAUSE OF THE FOCUS CONCENTRATION ON THE LESSON, HAVING MORE SLEEP WILL GIVE A CLEAR OPEN MIND THE NEXT MORNING, TO HAVE A CLEAR MIND WILL GIVE ENERGY IN THE CHALLENGES STUDENTS WILL COME ACROSS, FINALLY AFTER HAVING A ENERGIZED BRAIN WORKING, THE FEELINGS & EMOTIONS OF THE STUDENT WILL ALWAYS BE POSITIVE AND HAPPY.

THE CENTRAL IDEA OF THIS STORY IS THAT YOUNGER CHILDREN, TEENAGERS AND ADULTS HAS DIFFERENT SLEEP PATTERNS. "FOR MANY ADULTS, SLEEP IS TREATED MORE AS A LUXURY THAN A NECESSITY, HAVING TO NEGOTIATE BETWEEN HOMEWORK, PART-TIME JOBS, SPORTS AND EXTRACURRICULAR ACTIVITIES, AND HOUSEHOLD CHORES GETS MANY K-12 STUDENTS INTO THIS SAME LIFESTYLE;" BY HAVING THIS INFORMATION IS GIVING A BIG HELP IN UNDERSTANDING THIS ESSAY. IT TELLS ABOUT HOW DIFFERENT KIDS AND ADULTS PERSPECTIVE OF SLEEP.

YOUNG ADULTS FOR INSTANCE HAVE PART TIME JOBS AND SCHOOL, WHICH MAKE THEM LIKE THE ADULTS, TO THINK SLEEP AS A LUXURY. HOWEVER, YOUNG KIDS MIGHT HAVE A LOT OF ENERGY AND SOMETIMES DO NOT REALIZE WHEN TO SLEEP. ALTHOUGH, THEY CONCLUDE TO THE SAME RESULT. WHEN THEY DO NOT GET MUCH SLEEP, THEY BECOME LETHARGIC AND SLUGGISH; NOT BEING ABLE TO FOCUS EITHER IN SCHOOL OR AT WORK, ALSO THEIR BEHAVIOR AND MOOD BECOMES BAD.

THE AUTHORS VIEWPOINT OF PARENTS OPPOSING A SCHOOL STARTING AT A LATER TIME, IS THAT THE STUDENTS CAN HAVE MORE TIME TO SLEEP. IF THEY HAVE MORE TIME TO SLEEP THEIR MINDS CAN BE REFRESHED, SO THEY CAN CONCENTRATE AND FOCUS ON THEIR LESSONS IN CLASS. ALSO ANOTHER REASON IS THAT THE STUDENTS MOOD AND ATTITUDE WILL CHANGE TO BE POSITIVE. ONE SCHOOL THAT PRACTICED THE LATER TIME, SAID VIOLENCE RATE DECREASED.

Score Point 2

Although this student identifies the central idea, and describes some of the positive impacts of the later start, the three reasons for parents' opposition are not clearly differentiated and explained. Explanations for all three parts of the task are limited, preventing the response from achieving a higher score.

Persuasive Reading Prompt: Scale Score Point 3

DEMONSTRATES AN UNDERSTANDING OF THE TASK, COMPLETES ALL REQUIREMENTS, AND PROVIDES SOME EXPLANATION/OPINION USING SITUATIONS OR IDEAS FROM THE TEXT AS SUPPORT.

- Identifies the essay's central idea from the beginning paragraphs.
- Provides an explanation/opinion of how the essay's central idea helps you to understand the rest of the essay.
- Identifies TWO reasons, from the viewpoint of the author, why parents oppose school starting at a later time.
- Provides an explanation/opinion of how the author believes a later starting time can affect the economic situation of the family.
- Compares how starting the school day later can have a positive or negative impact on a student's time spent at home, according to the author's argument.
- Provides an insightful explanation/opinion of how this comparison supports the central idea of the essay.
- Provides information from the essay to support the response.

The response may include relevant personal knowledge to support the response.

The response addresses MOST aspects of the question.

The response is generally coherent and well balanced.

1. The essay's central idea is that teenagers don't receive enough sleep. One solution that solves sleep deficits is by starting later in the day. The central idea helps understand why schools start later than before. "A teenagers brain typically needs to sleep from 11:00 p.m. – 8:00 a.m." studied by researchers. Moving the starting time of High Schools to a later time would give students adequate time to receive the sleep they need to do their best. Besides, new starting times also lead to other positive outcomes. According to researcher conducted by CAREI, the later starting time is having a positive impact on teenage sleep.

2. Parents oppose school starting at a later time because of the affect it would have on economic situation of the family. Firstly, by the High School starting later the after-school safety of younger children would become affected. The younger children would arrive at home first where there's no supervision. If both parents work they would need the oldest child home watching their younger siblings and also doing their house-hold chores. Due to that, parents would be forced to pay large sums of money for after-school programs or babysitters. That might not be affordable or available for all families.

Secondly, if there is only one income being brought into the house the adolescent's part-time employment is needed. By attending school later means leaving later. Employers would have to let them go or won't hire them at all. That would leave a decrease in the family's income. For some, the

loss of income could result in the loss of their homes. Thirdly, transportation problems is another big issue. As a result of high school students getting picked up last. When they arrive at school they are late. Parents, teachers, and the students agree that the buses are the cause of tardiness. In order to enter school on time they would have to be brought. As many as most, parents don't have vehicles. And that's why the author believes the later time can affect the economic situation of a family.

3. The author presents viewpoints that starting the school day later has a negative and positive impact on a student's time spent at home. Some of the negative impact is that family time spent together will become less or none at all. If the older child is the babysitter of their younger siblings someone else would have to take the oldest child's place. No one would ever see each other because everyone will have different schedules. On the other hand, there is a positive outcome too. Every teenager that attends this high school won't have any kind of sleep deficit. In that case, teachers don't have to put up with the laziness, lack of attention, and depression. Students would be more alert and well rested. Both the negative & positive aspects of this argument support the central idea. Which is giving both reasons support with subjective and objective points of view.

1.) The essay's central idea is that teenagers don't receive enough sleep. One solution that solves sleep deficits is by starting later in the day. The central idea helps understand why schools start later than before. "A teenagers brain typically needs to sleep from 11.00 p.m. - 8:00 a.m." studied by researchers. Moving the starting time of High Schools to a later time would give students adequate time to receive the sleep they need to do their best. Besides, new starting times also lead to other positive outcomes. According to research conducted by CAEEI, the later starting time is having a positive impact on teenage sleep.

2.7 Parents oppose school starting at a later time because of the affect it would have on economic situation of the family. Firstly, by the high school starting later the after-school safety of younger children would become affected. The younger children would arrive at home first where there's no supervision. If both parents work they would need the oldest child home watching their younger siblings and also doing their house-hold chores. Due to that, parents would be forced to pay large sums of money for after school programs or babysitters. That might not be affordable or available for all families.

Secondly, if there is only one income being brought into the house the adolescent's part-time employment is needed. By attending school later means leaving later. Employers would have to let them go or won't hire them at all. That would leave a decrease in the family's income. For some, the

loss of income could result in the loss of their homes. Thirdly,

transportation problems is another big issue. As a result of high school students getting picked up late. When they arrive at school they are late. Parents, teachers, and the students agree that the buses are the cause of tardiness. In order to enter school on time they would have to be brought. As many as most, parents don't have vehicles. And that's why the author believes the late time can affect the economic situation of a family.

3.7

The author presents viewpoints that starting the school day later has a negative and positive impact on a student's time spent at home. Some of the negative impact is that family time spent together will become less or none at all. If the older child is the babysitter of their younger siblings someone else would have to take the oldest child's place. No one would ever see each other because everyone will have different schedules. On the other hand, there is a positive outcome too. Every teenager that attends this high school won't have any kind of sleep deficit. In that case, teachers don't have to put up with the laziness, lack of attention, and depression. Students would be more alert and well rested. Both the negative & positive aspects of this argument supports the central idea. Which is giving both reasons support with subjective and objective points of view.

Score Point 3

This response demonstrates an understanding of the task. The student completes all of the requirements and provides explanations with ideas from the text as support.